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## RESEARCH ARTICLE

### MOTHER EDUCATION IS ASSOCIATED WITH CHILDREN'S ADAPTIVE BEHAVIOUR DEVELOPMENT

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#### ABSTRACT

Mother education plays an important role in transition of egocentric child to the socialized one. She is the first informal teacher of the child who prepares the child to face the strange world with confidence. The present investigation was carried out in Hisar district of Haryana state. From Hisar district two areas were selected i.e, urban and rural. The sample consist 100 girls between the age group of 7-8 years and their parents (both mother and father). 50 girls and their parents were selected randomly from Hisar city and 50 girls and their parents were selected randomly from rural area. A total of 50 boys between the age group of 7 to 8 years with both of their parents were selected randomly from each location. Hence, the total sample was 300 including (100 children and 200 their parents). Mother education was taken as independent variable and adaptive behaviour was taken as dependent variable. Vineland adaptive behaviour scale by Sparrow *et al.*, 1984 used to measure the adaptive behaviour of children. Result revealed mother education is significantly associated with communication domain, daily living skill domain, social skills domain, motor skills domain and adaptive behaviour of the children's adaptive behaviour.

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## INTRODUCTION

Mother plays an important role in transition of egocentric child to the socialized one. She is the first informal teacher of the child who prepares the child to face the strange world with confidence. The child rearing practices used by parents contribute a lot in the adaptive behaviour of the child. Russell *et al.* (2003) investigated that mothers were more authoritative and fathers more authoritarian. It was found that significant impact of home learning environment and mother's education develops intellectual skill building in the children (Melhuish *et al.*, 2001). Parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It plays a very vital role in the up-bringing of children. It is the duty of the parents to properly rear their children and up bring them to be a very responsible person in the society. It is a very serious social phenomenon as it determines the future of the children. It is a reciprocal process where the parent influences the child's development, and in

return, the child influences the parent (Sclafani, 2004). Mothers have remained contributor to the development of their children. The construction of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness (Maccoby and Martin, 1983). Parents categorized according to parental demandingness and responsiveness which creates a typology of four parenting styles: authoritarian, authoritative, permissive and uninvolved (Maccoby and Martin, 1983). Each of these parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviors (Baumrind, 1991) and a distinct balance of responsiveness and demandingness. Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience and status-oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem (Dinwiddie 1995). Miller *et al.* (1993) found that children from authoritarian families have poorer social skills, lower self-esteem, and higher levels of depression.

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Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991). Barnes *et al.* (2002) studied that authoritative parenting has been associated with positive behavioural outcomes including increased competence, autonomy, and self-esteem as well as better problem solving skills, better academic performance, more self-reliance, less deviance, and better peer relations. Permissive parents (also referred to as "Indulgent" or "nondirective") "are more responsive than demanding. They are non-traditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991). Permissive parents take orders and instructions from their children, are passive, endow children with power have low expectations, use minimal discipline, and do not feel responsible for how their children turn out. Parents teach their children that they can get their way by manipulating others: "Children learn a false sense of control over adults that increases their manipulative behavior" (Huxley 1998). Garcia (2009) found that adolescents who were raised by permissive parents had higher levels of self-reliance, self-esteem and coping skills.

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range. The importance of responsive parenting for young children's well-being has many policy implications. Policy and practice decision-makers need to pay particular attention to parents who are most at risk: they need to use ways to facilitate change in parents' behaviour, taking into consideration factors such as parent beliefs, social support, mental health status, in order to maximize effectiveness. Synthesis of relevant research should guide new investments in parent programs and the development of research initiatives concerning responsive parenting (Landry *et al.*, 2006). Adaptive Behaviour includes the age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life (Roger 2005). Adaptive skills are the skills needed for daily life and include the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic); and work skills (AAMR, 2002).

### Objectives:

1. To assess the adaptive behaviour of the children.
2. To assess the impact of mother education on the children's adaptive behaviour.

## MATERIALS AND METHODS

Hisar district of Haryana state was selected purposively for the present study due to easy accessibility. From Hisar district two areas were selected i.e., urban and rural. The sample consist 100 girls and 100 boys between the age group of 7-8 years and their parents (both mother and father). Hence, the total sample

for the study was 600 (200 children and 400 their parents) from both location. Mother education was taken as independent variable and adaptive behaviour was taken as dependent variable. Vineland adaptive behaviour scale by Sparrow *et al.*, 1984 used to measure the adaptive behaviour of children.

## RESULTS

### Distribution of respondents according to adaptive behaviour

Adaptive behaviour is a very crucial aspect of development and refers to mental processes and the function involved in understanding and dealing with the surroundings. Adaptive behaviour involves the skills like communication skill, daily living skill, social skill, and motor skill. Data showed that majority of the respondents were getting high score in all aspect of adaptive behaviour except daily living skill in urban areas but in rural areas children were not get appropriate behaviour for their proper development. The trend was towards low to high home environment when we observed each aspect separately.

**Table 1. Distribution of respondents according to adaptive behaviour**

S. No.	Sub Scale	Rural (n=50)	Urban (n=50)	Total n=(100)
1.	Communication domain			
	Low(29-54)	26(52.00)	6(12.00)	32(64.00)
	High (55-79)	24(48.00)	44(88.00)	68(68.00)
2.	Daily living skill domain			
	Low(17-33)	31(62.00)	16(32.00)	47(47.00)
	High(34-50)	19(38.00)	34(68.00)	53(53.00)
3.	Social domain			
	Low (15-24)	23(46.00)	31(62.00)	54(54.00)
	High (25-33)	27(54.00)	19(38.00)	46(46.00)
4.	Motor skill domain			
	Low (30-43)	14(28.00)	6(12.00)	20(20.00)
	High(44-56)	36(72.00)	44(88.00)	80(80.00)
5.	Composite adaptive behaviour			
	Low (89-151)	25(50.00)	7(14.00)	32(32.00)
	High(152-214)	25(50.00)	43(86.00)	68(68.00)

Figures in parentheses indicate percentage

**Table 2. Association of Adaptive Behavior with Mother Education**

Variable	Mother Education			$\chi^2$
	Middle	Senior and above	Total	
Communication Domain				
Low	27	5	32	20.97*
High	24	44	68	
Total	51	49	100	
Daily Living Skill Domain				
Low	35	12	47	19.54*
High	16	37	53	
Total	51	49	100	
Social Domain				
Low	29	13	42	9.43*
High	22	36	58	
Total	51	49	100	
Motor Skill Domain				
Low	16	4	20	8.41*
High	35	45	80	
Total	51	49	100	
Adaptive Behavior				
Low	20	4	32	25.08*
High	23	45	68	
Total	51	49	100	

### Significant at 5% level of significance

Table depicts that mother education is significantly associated with communication domain, daily living skill domain, social skills domain, motor skills domain and adaptive behaviour of the children's adaptive behaviour.

### DISCUSSION

Paternal parenting style was significantly associated with almost all domains of children's adaptive behaviour i.e communication skills, daily living skills and composite adaptive behaviour. Lengua, (2008) found that different parenting styles may have an influence on internalizing or externalizing outcomes in children, depending on child's temperament and how that child responds to the parenting style. Carlo *et al.* (2007) found that relations among parenting styles, parental practices and pro-social behaviors in adolescents and viewed pro-social behaviors as a function of the specific parenting practice and the specific pro-social behaviour. Harrison *et al.* (2008) found that adolescents raised in authoritative households consistently demonstrate higher protective and fewer risk behaviors than adolescents from non-authoritative families. There is also considerable evidence to show that parenting styles and behaviors related to warmth, communication and disciplinary practices predict important mediators, including academic achievement and psychosocial adjustment. Authoritative parenting style has been associated with positive outcomes by Odubote, (2008). Brook *et al.* (2001) studied that authoritative parenting has been associated with positive behavioural outcomes including increased competence, autonomy, and self-esteem as well as better problem solving skills, better academic performance, more self-reliance, less deviance, and better peer relations. Jackson *et al.* (2005) found that students who perceived authoritative parents showed higher self-esteem, lower depression and better adjustment. Authoritarian parenting is positively related to adolescents' positive outcomes, such as academic achievement, mental health and self-esteem by Rudy *et al.* (2006) but, Garcia and Garcia (2009) reported that authoritarian parents are more likely to have kids with low social competence. Steinberg *et al.* (1994) revealed that teens with authoritarian parents were the least likely to feel socially accepted by their peers. They were also rated as less self-reliant. Garcia (2009) found that adolescents who were raised by permissive parents had higher levels of self-reliance, self-esteem and coping skills.

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